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ABSTRACT

This study was designed to determine how to attract additional students to enroll during "Winterim," a two-week session which is scheduled between the regular fall and spring semesters at William Rainey Harper College. One hundred and seventy-five traditional credit and 94 continuing education students who attended Winterim in 1977 responded to a telephone survey. Nineteen faculty members also responded. The survey found that Winterim attracted primarily young single students; that almost all traditional credit students had attended Harper before; that most students viewed Winterim as just another semester, rather than a unique experience; and that traditional credit enrollments more than doubled in 1977 over 1976. Continuing education enrollment remained constant, and these students tended to enroll because of the unique term length or because their employers encouraged or required them to. Faculty suggestions centered around (1) increased marketing techniques, and (2) program development, including lengthening or changing the time segment. Itemized responses are included with 1976-1977 comparisons, and the survey instrument is appended. (RT)

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EVALUATION OF 1977 WINTERIM

Vol. IX, No. 2
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ABSTRACT

AN EVALUATION WAS UNDERTAKEN OF THE 1977 WINTERIM TERM TO EXPLORE WHAT MIGHT BE DONE TO ATTRACT ADDITIONAL STUDENTS TO ENROLL IN WINTERIM COURSES IN THE FUTURE. RANDOM SAMPLES WERE DRAWN FROM BOTH THE TRADITIONAL CREDIT AND THE CONTINUING EDUCATION ENROLLMENTS AND A TELEPHONE SURVEY WAS CONDUCTED AMONG THESE SAMPLES. A RESPONSE RATE OF 89 PERCENT WAS ACHIEVED FOR THE TRADITIONAL CREDIT SAMPLE AND A 72 PERCENT RATE FOR THE CONTINUING EDUCATION SAMPLE.

IN ADDITION, A MAIL SURVEY WAS SENT TO THE PARTICIPATING FACULTY AND ADMINISTRATORS WITH A RESPONSE RATE OF 43 PERCENT ACHIEVED. CONCLUSIONS WERE THEN DRAWN FROM THE SURVEY RESULTS AFTER DISCUSSION BETWEEN THE OFFICE OF PLANNING AND RESEARCH AND THE CONTINUING EDUCATION STAFF.

THE SURVEY OF WINTERIM STUDENTS, FACULTY AND ADMINISTRATORS FOUND THAT WINTERIM ATTRACTS MORE YOUNGER SINGLE STUDENTS THAN DURING THE REST OF THE YEAR AND THAT ALMOST ALL OF THE TRADITIONAL CREDIT STUDENTS HAD ATTENDED HARPER BEFORE. VERY FEW STUDENTS UTILIZED THE WINTERIM AS A UNIQUE EXPERIENCE BUT VIEWED IT AS JUST ANOTHER SEMESTER. ENROLLMENTS HAD MORE THAN DOUBLED FOR TRADITIONAL CREDIT STUDENTS FROM THE 1976 WINTERIM BUT CONTINUING EDUCATION ENROLLMENTS HAD REMAINED CONSTANT.

THE PRINCIPLE ISSUES RAISED WERE HOW DOES HARPER REACH MORE OF THE OLDER MARRIED STUDENTS DURING THE WINTERIM AND HOW DOES HARPER OFFER A UNIQUE EDUCATIONAL EXPERIENCE AND NOT JUST BORROW ENROLLMENTS FROM OTHER SEMESTERS. A NUMBER OF SUGGESTIONS WERE OFFERED TO IMPROVE THE MARKETING STRATEGY AND TO IMPROVE THE PROGRAM QUALITY.

THE FINAL QUESTION RAISED ASKED WHETHER THE SUGGESTED EFFORT WAS WORHTWHILE ENOUGH TO PRESERVE THE WINTERIM TERM.

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Purpose

The purpose of this evaluation of the 1977 Winterim was to explore what might be done to attract additional students to enroll in Winterim courses in the future. The Vice-President of Academic Affairs and the Dean of Continuing Education requested this evaluation study.

Population Surveyed

Random samples were drawn from both the populations of traditional credit and continuing education students enrolled during the 1977 Winterim.

The sampling and response rates for the survey were as follows:

	Traditional Credit	Continuing Education
Population	465	205
Random sample	197	130
Sample percent of population	42.4%	63.4%
Completed responses	175	94
Response rate	88.8%	72.3%

In addition, all faculty who taught during the Winterim and Associate Deans (44 in number) were surveyed. Nineteen responses were received for a response rate of 43.2 percent.

Method Used

The students survey form, shown in the appendix, was used as a structured interview format for surveying the students by telephone. At least three attemps were made to reach students in the sample by telephone. The faculty survey form was mailed in the campus mail to all faculty and Associate Deans involved. Three weeks later a reminder was sent to all asking them to complete the form if they had not already done so.

The survey forms were developed by the Office of Planning and Research in conjunction with continuing education staff.

Discussion of Results

The profile of the students enrolled in the 1977 Winterim shows a higher proportion of younger single students, with less postsecondary educational background than typical students enrolled during the rest of the year. Moreover, almost all of these students are taking Winterim courses simply to accumulate credits or to take a specific desired course much like they would take a typical semester course while very few are taking advantage of the uniqueness of the two week Winterim period. Fewer Winterim students are employed full-time as compared to fall students. Meanwhile, the traditional credit enrollment more than doubled from the 1976 Winterim to the 1977 Winterim while the CED enrollment remained constant. This big increase in traditional credit enrollment, the young profile of the traditional credit student, the fact that 88 percent had attended Harper previously and the means by which they first became acquainted with Harper; all confirm that the campaign to attract existing traditional credit students to the Winterim term was highly successful. This campaign consisted of posting Winterim schedules on the walls, making up special Winterim posters and having faculty announce the Winterim term in their fall classes.

This in turn raises a question about whether we are just borrowing traditional credit enrollment from other semesters for the Winterim term. Since almost all traditional credit students look at Winterim as just another semester to accumulate credits or to take desired courses and very few are interested in the uniqueness of its two week length, this issue is heightened. Another question raised is why were so few older married students enrolled in the Winterim.

When Winterim continuing education enrollment is considered, the situation changes. There was no enrollment increase but instead a constant enrollment from 1976 to 1977. The question is why was there no increase in CED enrollment. A look at the profile shows more younger students in the Winterim than in the fall which is consistent with the traditional credit situation but on the other hand only one-third of the enrollment was previous Harper attendees. Thus it can be seen that the heavy promotion toward existing students, which was so successful in enrolling traditional credit students in the Winterim, did not work well for CED students. Since most CED students first hear about Harper

throug. mailings to the home or through their workshop, a single effort of burying the Winterim schedule in the spring schedule, which was mailed directly to the home, was not effective enough to potential new CED students in order to bring about an enrollment increase.

The other issue of uniqueness and whether Harper is borrowing enrollment from other semesters to fill the Winterim is not quite so clearcut with CED as was the case with the traditional credit program. About 7½ percent of the CED enrollment indicated they were enrolled in Winterim because of its unique term length and another 21½ percent enrolled because their employers encouraged or required them to. It is not clear whether this employer encouragement was specifically for th Winterim or for Harper in general. But even if this encouragement was specifically for the Winterim, there would still be over 70 percent of the students who enrolled for the Winterim for the same motivation they would enroll in any semester and the case could again be made for borrowed enrollment.

If Winterim is to continue to grow without borrowing enrollment from other semesters, it must become a unique educational experience and attract a large proportion of older students. The next problem is to identify a program which would accomplish these objectives. There were a number of suggestions given by faculty and administrators in the survey which would affect enrollments and quality of the program offered.

The suggestions given centered around two major areas; marketing and program development. A number of suggestions given whic were marketing oriented were as follows: (a) Increase advertising, (b) Send Winterim literature to former students who are now attending senior institutions, (c) Have press releases concentrate more on course content, (d) Encourage more new articles about the potential of Winterim, (e) Encourage top students to develop independent study topics for the Winterim term early in the fall semester, (f) Publish the Winterim schedule in Chicago's major newspapers, (g) Send bulletins and brochures specific to Winterim directly to the homes (this would especially benefit CED enrollment) and, (h) Identify target groups for specific types of offerings and send specific promotional material to these target groups.

Many other suggestions focused on the quality of the programs offered. These suggestions were as follows: (a) Expand Winterim to three or four weeks or eliminate and incorporate in a two part summer schedule. Faculty felt two weeks was too short of a time to develop a course for or to fit an existing course in. Since only one or two percent of Winterim students are attending senior colleges elsewhere during the rest of the year, there is a real question as to whether it is beneficial to force Winterim to be compatible with most senior college calendars around the state. Without this restriction it might be easier to extend the Winterim to three or four weeks, (b) Encourage and motivate more faculty to develop unique offerings for the Winterim, to help in the planning of Winterim and to modify existing courses to better fit the Winterim timeframe. More lead time for faculty would help in this regard. At present, almost all offerings are semester courses forced into a two week format. The more unique offerings we can establish for the Winterim, the more apt Harper is to attract a unique student body which is not borrowed from other semesters. Another thought was that a four week format might be more appealing (less concentrated) to the older married, potential students and, (c) Allow a smaller minimum class size which would tend to increase the number of offerings scheduled.

The final question raised would ask whether it is worth all the aforementioned effort to preserve the Winterim. Should Harper offer a unique educational experience to a broad based student body during the Winterim, should it continue as it is or should Winterim be dropped?

Major Conclusions

The survey of Winterim students, faculty and administrators found that Winterim attracted more younger single students than during the rest of the year and that almost all of the traditional credit students had attended Harper before. Very few students utilized the Winterim as a unique experience but viewed it as just another semester. Enrollments had more than doubled for traditional credit students from the 1976 Winterim but continuing education enrollment had remained constant.

The principle issues raised were how does Harper reach more of the older married students during the Winterim and how does Harper offer a unique educational experience and not just borrow enrollments from other semesters. A number of suggestions were offered to improve the marketing strategy and to improve the program quality.

The final question raised asked whether the suggested effort was worthwhile enough to preserve the Winterim term.

Profile of 1977 Winterim Students

	Traditional Credit					Continuing Education				
	1977 Winterim Sample		1977 Winterim Population		1976 Fall	1977 Winterim Sample		1977 Winterim Population		1977 Fall
Sex	N	%	N	%	%	N	%	N	%	%
Male	81	46.3	219	49.5	48.2	47	50			36.5
Female	94	53.7	223	50.5	51.8	47	50			63.5
Marital Status										
Single	133	76.0			55.8	32	34.0			33.8
Married	36	20.6			40.9	56	59.6			60.4
Divorced	4	2.3			2.7	5	5.3			5.2
Widow or Widower	2	1.1			.6	1	1.1			.6
Age										
16	0	0			0	2	2.2			.7
17	0	0			.9	1	1.1			.6
18	28	16.0			12.7	3	3.3			2.0
19	41	23.4			16.3	4	4.4			1.3
20	35	20.0			9.5	7	7.7			4.6
21	17	9.7			5.3	2	2.2			4.5
22-25	21	12.0			13.3	15	16.5			14.9
26-30	11	6.3			12.4	23	25.2			23.4
31-35	4	2.3			12.4	12	13.2			9.7
36-45	13	7.4			11.0	14	15.4			17.5
46-55	4	2.3			4.7	8	8.8			13.6
56-64	1	.6			1.5	0	0			3.9
65 and over	0	0			0	0	0			3.3
Average age	23.2				27.0	29.9				34.5

(Awaiting info from Data)

Situation When Enrolled for 1977 Winterim	1977 Winterim				1976 Winterim	
	Traditional Credit		Continuing Education		Traditional Credit	CED
	Number	Percent	Number	Percent	Percent	Percent
A. Recent graduate from high school - new student	2	1.2	0	0	0	0
B. Attended Harper previously - picking up additional credits	153	88.4	30	32.2	70.2	3.0
C. Enrolled at another college - picking up additional credits between terms	4	2.3	1	1.1	2.6	.9
D. Because of personal or work situation, this two week term was only way citizen could take a college course	5	2.9	7	7.5	12.6	10.8
E. Particular offering student wanted was scheduled during Winterim - no particular attraction for Winterim itself	9	5.2	33	35.5	14.6	84.9
F. Employer suggested or required person take course during Winterim	0	0	20	21.5	0	0
G. Used Winterim course to prepare person for four year college	0	0	1	1.1	0	0
H. Allowed person to take college course while still in high school	0	0	1	1.1	0	0
Total Resondents	173		93		151	352

Current Employment Situation of Winterim Student					1976 Fall	
					Traditional Credit Percent	CED Percent
Employed full-time	46	26.4	70	75.3	66.5	88.9
Employed part-time	86	49.4	9	9.7		
Not employed	41	23.6	14	15.0		
On leave	1	.6	0	0		

Highest Educational Level Attained Previous to Attending Harper	1977 Winterim Traditional Credit Number	1977 Winterim Traditional Credit Percent	1977 Winterim Continuing Education Number	1977 Winterim Continuing Education Percent	1976 Fall Traditional Credit Percent	1976 Fall CED Percent
Some high school	2	1.1	3	3.2	.6	2.0
High school graduate	128	73.2	21	22.3	61.4	35.6
GED equivalency diploma	3	1.7	0	0	3.6	.7
Technical or business school	0	0	0	0	3.3	6.0
Some college	33	18.8	29	30.9	21.3	18.8
Associate degree - community college degree	4	2.3	3	3.2	1.5	2.0
Some hours beyond associate degree	0	0	0	0	1.8	.7
Bachelor's degree	5	2.9	32	34.0	0	1.3
Master's degree	0	0	6	6.4	5.9	22.2
Ph.D. or Ed.D. Doctorate	0	0	0	0	.6	10.7
Total Respondents	175		94		336	149
Percent with some post secondary prior to Harper		24.0		74.5	34.4	61.7
How Students First Heard About Harper's 1977 Winterim Term						
Winterim section of fall schedule mailed to home	45½	26.0	43	46.2	16.3	31.6
Parents or friends	39½	22.6	6	6.4	35.5	20.0
Winterim schedule posted on walls at Harper	39½	22.6	4	4.3	0	0
Announcements by or talks with faculty	16	9.2	5	5.4	0	0
Posters on campus	12½	7.1	1	1.1	0	0
Newspaper articles or advertising	9	5.1	5	5.4	6.9	9.7
Can't remember when I heard about it	4	2.3	3	3.2	17.0	13.0
Harper counselor	3	1.7	1	1.1	.3	.7
Heard about it at work	2	1.1	22	23.6	3.0	3.3
Harper area cooperative program	2	1.1	0	0	0	0
College catalogue	1	.6	0	0	0	0
Brochures	1	.6	1	1.1	0	0
Found Winterim schedule on train and read it	0	0	1	1.1	0	0
Literature at church	0	0	1	1.1	0	0
Saw the campus or live close by the campus	0	0	0	0	7.7	12.6
Literature at high school	0	0	0	0	8.3	4.7
High school counselor	0	0	0	0	3.8	2.3
Inquiries for special program	0	0	0	0	.6	.7
Real estate agent or welcome wagon	0	0	0	0	.6	.7
Referendum	0	0	0	0	0	.7

What or Who Most Convinced Student to Attend the 1977 Winterim Term at Harper	1977 Winterim				1976 FAll	
	Traditional Credit		Continuing Education		Traditional	CED
	Number	Percent	Number	Percent	Credit Percent	Percent
To achieve college credit hours	85	49.1	8	8.5	0	0
To achieve credit hours in a short time span	19	11.0	3	3.2	0	0
Parents or friends	9	5.2	7	7.4	21.0	17.0
Self motivation	9	5.2	4	4.3	0	0
Winterim section of fall schedule mailed to my home	9	5.2	19	20.2	2.1	10.8
Winterim schedule posted on walls of Harper buildings	8	4.6	0	0	0	0
Specific courses I needed or wanted were offered	7	4.0	5	5.3	20.1	22.3
Announcements by or talks with faculty	6½	3.7	2	2.1	1.1	0
Harper is so convenient	6	3.5	10½	11.2	23.7	27.4
I don't know	6	3.5	3	3.2	0	0
A way to spend my time for two weeks	3	1.7	0	0	0	0
Harper counselors	2	1.2	1	1.1	1.2	0
Harper is so inexpensive	1½	.9	0	0	12.2	7.4
Harper area cooperative program	1	.6	1	1.1	0	0
Posters on campus	1	.6	0	0	0	0
Employer or work situation	0	0	24	25.5	2.9	2.3
A chance for general education	0	0	½	.5	0	0
Wanted to practice or learn language	0	0	5	5.3	0	0
Good experiences at Harper before	0	0	1	1.1	0	0
Personal development	0	0	0	0	7.7	6.3
High school counselor	0	0	0	0	1.3	.6
Facilities and on campus atmosphere	0	0	0	0	3.2	0
Easy to transfer courses to four year college	0	0	0	0	.6	0
Literature in high school	0	0	0	0	1.2	.6
Newspaper articles or advertisements	0	0	0	0	.2	4.6
Harper is better than closest community college	0	0	0	0	.6	0
Scholarships available	0	0	0	0	.3	0
It's a good place to find direction in life	0	0	0	0	.3	0
Working at Harper	0	0	0	0	.3	0

Sources from Which Students Receives the Greatest Help in Obtaining Information You Need to Know About Harper College	1977 Winterim				1976 Fall	
	Traditional Credit		Continuing Education		Traditional	CED
	Number	Percent	Number	Percent	Credit Percent	Percent
College catalogue	72	24.6	31	22.3	29.7	20.1
Other students	62	21.2	9	6.5	14.5	4.8
Brochures	50	17.1	49	35.2	14.1	49.1
Newspaper releases	37	12.6	31	22.3	4.8	13.0
Faculty	33½	11.4	10	7.2	10.6	5.9
Counselors	33½	11.4	5	3.6	21.8	5.3
Semester schedule	3	1.0	0	0	0	0
Library staff	1	.4	0	0	.3	0
Student activities calendar	1	.3	0	0	0	0
Employer or work situation	0	0	3	2.2	1.5	0
Advisory committee activities	0	0	1	.7	0	0
Found information I needed on my own	0	0	0		1.5	1.2
Admissions office	0	0	0	0	.9	.6
Posters or bulletin board	0	0	0	0	.3	0

SUGGESTIONS FOR IMPROVING WINTERIM ENROLLMENT
BY FACULTY WHO TAUGHT DURING THE WINTERIM AND
BY ASSOCIATE DEANS

1. Lengthen the Winterim to four weeks. Some courses just can't be taught in two weeks and this additional time would provide more flexibility in developing new courses. (Three suggestions)
2. Identify specific target groups for specific types of courses and then send specific promotional material to these target groups. (Three suggestions)
3. Certain faculty should be encouraged to develop courses, especially for the two week Winterim term. For example, course developing in communication skills for executives, a literature course with strong humanistic emphasis for engineers and course topics such as "Management Techniques for Women in Business", "Leadership", "Understanding our Economic System", "Keys to Executive Success for Business Students" and "How to Start a Business" might be developed by faculty, especially for the Winterim term. (Two suggestions)
4. Subsidize Winterim program by allowing a 25 percent lower minimum class size. This would allow more courses and sections to be offered.
5. Advanced students could be encouraged in the fall term to develop independent study topics for the Winterim.
6. Press releases and media public relations should focus on more of the content of each offering.
7. Promotion for the Winterim should begin with the fall semester among students and student groups.
8. Offer a wider selection of courses.
9. Send promotional material to former students, especially those at other institutions.
10. Publish Winterim schedule in major papers such as the Chicago Tribune.
11. Eliminate Winterim and move to two summer sessions.
12. Increase publicity in newspapers.
13. Send out a greater number of bulletins to households.

SUGGESTIONS FOR IMPROVING INSTRUCTIONAL PROGRAMS
AND THE SERVICES HARPER OFFERS DURING WINTERIM
BY FACULTY WHO TAUGHT DURING THE WINTERIM AND
BY ASSOCIATE DEANS

1. Lengthen the Winterim to four weeks or eliminate it and create two summer sessions. (Four suggestions)

2. Advertise more in the community and in senior insitutions where some of our former students are enrolled. (Four suggestions).

3. Allow Winterim faculty more lead time in terms of knowing if and what they will teach. This is necessary so faculty will have enough time to modify the course to the two week time frame or to prepare material for new courses. (Three suggestions)

4. Winterim courses were highly successful as they are. (Two suggestions)

5. Registration for Winterim could be done earlier.

6. Errors on schedule print out could be eliminated if faculty could proofread it.

7. Secure services of more management practioners and full-time business men as Winterim faculty.

8. Encourage faculty to participate by paying full-timers on pro-rated basis (as in summer school) rather than on part-time schedule.

9. Construct temporary directional signs for Winterim students on campus.

10. Obtain more faculty input as to the kinds of courses which can be taught successfully in the Winterim.

11. Offer more Winterim courses during the daytime.

12. Offer lower tuition rates for Winterim students.

APPENDIX

Survey of 1977 Winterim Students

1. _____ Male _____ Female

2. Marital Status

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or widower

3. Age

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-45
_____ K. 46-55
_____ L. 56-64
_____ M. 65 and over

4. What was your situation when you first enrolled in the two week Winterim in January of 1977? Mark (✓) one.

_____ A. I just graduated from high school and it was my first college experience.
_____ B. I have been attending Harper during other terms and I was just picking up additional offerings I wanted.
_____ C. Because I am enrolled at another college I was able to take a course at Harper between terms.
_____ D. Because of my work or personal situation, the only way I could take a course at Harper was during a two week interval like the Winterim term held at Harper.
_____ E. I was not enrolled in college last fall but the Winterim at Harper offered a course or seminar which I wanted. There was no particular reason why I took this offering during Winterim rather than another semester.
_____ F. Other (explain) _____

5. Your present employment situation.

_____ A. Employed full-time
_____ B. Employed part-time
_____ C. Not employed

6. What is the highest educational level you attained prior to attending Harper?

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Bachelor's degree (B.A. or B.S.)
_____ I. Master's degree
_____ J. Ph.D. or Ed.D. - doctorate

7. How did you first hear about Harper's 1977 Winterim term? Check (✓) one.

_____ A. Parents or friends
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus
_____ F. Newspaper articles or advertising
_____ G. The Winterim section of Harper's fall schedule mailed to my home
_____ H. Harper area cooperative program
_____ I. Can't remember when I first heard about Harper
_____ J. Visit by Harper representative to my high school
_____ K. Posters at apartments
_____ L. Posters at restaurants
_____ M. Posters on campus
_____ N. Announcements by instructors in your fall 1976 classes
_____ O. Harper counselor
_____ P. Winterim schedule posted on walls of Harper buildings

8. What or who most convinced you to first attend Harper's 1977 Winterim term? Check (✓) one.

_____ A. Parents or friends
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient
_____ G. The Winterim section of Harper's fall schedule mailed to my home
_____ H. Harper area cooperative program
_____ I. Can't remember when I first heard about Harper
_____ J. Visit by Harper representative to my high school
_____ K. Posters at apartments
_____ L. Posters at restaurants
_____ M. Posters on campus
_____ N. Announcements by instructors in your fall 1976 classes
_____ O. Harper counselors
_____ P. Winterim schedule posted on walls of Harper buildings

9. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College?

_____ A. Faculty
_____ B. Counselors
_____ C. Brochures
_____ D. College catalogue
_____ E. Other students
_____ F. Newspaper relase
_____ G. Other (specify) _____

Survey of All Faculty Teaching During
the Winterim Term and Division Chairmen

This last January Harper conducted its third Winterim term. This last Winterim did not produce the enrollment growth which was anticipated. What ideas would you offer regarding how Harper might enroll additional students it is not now reaching in the community during future Winterim terms?

What suggestions would you offer regarding how Harper might improve the instructional programs and the services it offers during future Winterim terms?

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